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ABSTRACT

The publication of suggested curriculum development activities, developed for the Iowa exemplary career education project, outlines the various aspects of suggested staff responsibilities, lists glossary terms, and discusses K-6 career curriculum project objectives. Also included are a checklist of awareness objectives, a possible sequence of program development, and suggested career interview questions. The body of the document is divided into two sections (K-3 and 4-6) providing classroom activity guides for the awareness phase of the career curriculum project. Each section is organized according to the areas of self-concept, world of work, career information, and social aspects, clearly stating the program's general objectives and specifying the educational setting. Learning activities are coordinated to specific objectives and outlined according to the topics: one's self, the family, the school and community, and our world. (BP)

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Models for Career Education in Iowa

KINDERGARTEN - GRADE 6

Staff Development - Career Curriculum Project

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Department of Public Instruction

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Models for Career Education in Iowa

KINDERGARTEN - GRADE 6

STAFF DEVELOPMENT - CAREER CURRICULUM PROJECT

CONDUCTED UNDER RESEARCH AND EXEMPLARY GRANTS
FROM CAREER EDUCATION DIVISION
DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319

UNDER SUPERVISION OF

Iowa Central Community College, Cooperating Agency, and the following:

Albert City-Truesdale Community School
Alta Community School
Crestland (Early) Community School
Fonda Community School
Fonda OLGC
Marathon Consolidated School
Newell-Providence Community School
Rembrandt Consolidated School
Schaller Community School
Sioux Rapids Community School
Storm Lake Community School
Storm Lake St. Mary's

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PREFACE

Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Staff Development and Implementation of the Career Curriculum Project, was initiated in 1972 through the Iowa Department of Public Instruction. The purpose of the effort was to provide for the development of career education concepts for staff in grades K-6 of project schools and to develop classroom activity guides.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa Central Community College and the following schools:

Albert City - Truesdale Community School
Alta Community School
Crestland (Early) Community School
Fonda Community School
Fonda Our Lady of Good Council
Marathon Consolidated School
Newell-Providence Community School
Rembrandt Consolidated School
Schaller Community School
Sioux Rapids Community School
Storm Lake Community School
Storm Lake St. Mary

A series of workshops was conducted during the staff development phase involving participating school staff and outside resource persons with various backgrounds and expertise. The staff development workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. The curriculum implementation phase developed those learning activities to accomplish the stated objectives. The Kindergarten-Grade 6 project was initiated in two phases: Kindergarten-Grade 3 during the school term 1972-73 and Grades 4-6 during the school term 1973-74. The publication which follows was developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.

Robert D. Benton

Robert D. Benton, Ed.D.
State Superintendent of
Public Instruction

STEERING COMMITTEE

Name	Position	District
Jack Lindeman	Elementary Principal	Albert City-Truesdale
Charles Woodworth	Junior High Principal	Albert City-Truesdale
Jim Buddenhagen	Guidance Counselor	Alta Community
Jerald Kleymann	Elementary Principal	Alta Community
George Norris	Elementary Principal	Crestland Community
Dennis Johnson	Elementary Principal	Fonda Community
Morris Smith	Superintendent	Newell-Providence
Mrs. Roberta Rath	Instructor	Rembrandt Consolidated
Walter Blake	Superintendent	Schaller Community
Edward Schultz	Elementary Principal	Sioux Rapids Community
Rona Meier	Instructor	Storm Lake St. Mary's
Robert Peterson	Junior High Principal	Storm Lake Community
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PROJECT STAFF K-3

Name	Position	School
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Mrs. Jane Kruse	First	Albert City-Truesdale
Mrs. Margaret Mortenson	Second	Alta Community Schools
Mrs. Marlys Weiland	First	Alta Community Schools
Mrs. Celesta Smith	Third	Crestland Community Schools
Sister Mary Lenore	Prircipal	Sacred Heart School
Mrs. Veronica Miller	First	Fonda Community Schools
Sister Mary Bernice	First & Second	Our Lady of Good Council School
Miss Karen Davis	Third	Marathon Consolidated Schools
Mrs. Nancy Wellington	Third	Newell-Providence Community Schools
Mrs. Bonnie Mester	Remedial Reading	Rembrandt Consolidated Schools
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Miss Kay Carlson	Second-West School	Storm Lake Community Schools
Mrs. Barbara Seiler	First-North School	Storm Lake Community Schools
Miss Marjorie Urban	Third-South School	Storm Lake Community Schools

PROJECT STAFF 4-6

Name	Position	School
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Mr. Kenneth Morlan	Sixth	Alta Community Schools
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Mrs. Mary Dahm	Fifth & Sixth	Sacred Heart School
Mrs. Nellie Siemon	Sixth	Fonda Community Schools
Mrs. Henry McCarten	Third & Fourth	Our Lady of Good Council
Mrs. Ruth Dahlstrom	Fourth	Marathon Consolidated Schools
Mr. Paul Felix	Fourth - Sixth	Newell-Providence Community Schools
Mrs. Bonnie Mester	Remedial Reading	Rembrandt Consolidated Schools
Mrs. Dorris Smith	Fourth	Schaller Community Schools
Mrs. Helen Porter	Fourth	Sioux Rapids Community Schools
Mrs. Joan Lichter	First & Second	Saint Columbkille School
Mr. Ron Meier	Fifth & Sixth	Saint Mary's School
Mr. Bill Barrett	Sixth-South School	Storm Lake Community Schools
Mr. Jim Lane	Sixth-East School	Storm Lake Community Schools
Miss Ethel Johnson	Fifth-West School	Storm Lake Community Schools
Mrs. Lona Swain	Fourth-North School	Storm Lake Community Schools

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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INTRODUCTION

Career Education represents an attempt to integrate into the existing curriculum a set of sequential experiences designed to develop positive attitudes toward one's self and the world of work by developing and understanding individual life styles. This is to be accomplished in three stages: self-awareness, orientation, and exploration. At the kindergarten through sixth grade level the emphasis of self-awareness involved understanding one's self -- physically, mentally, socially, emotionally -- in relationship with the individual and other people in our environment. It is the expressed purpose of the suggested learning activities in this guide to provide the framework to assist the classroom teacher in meeting the challenge of educating the whole child.

This publication is a suggested group of activities; it is intended to be a catalyst, to stimulate teaching creativity and flexibility in assisting students in developing self-awareness.

-Dr. Don Lungren, Coordinator
Iowa Central Community College

SUGGESTED
STAFF RESPONSIBILITIES

Teachers

1. Are responsible for teaching career education.
2. Are to teach for transfer of their subject into the world of work.
3. Incorporate career education concepts into existing curriculum.
4. Use activities, techniques, materials that fulfill objectives of career education.
5. Develop innovative techniques that fulfill objectives of career education.
6. Record learning activities on standardized form.
7. Evaluate program for overall effectiveness.
8. Assist with regional career education workshops and other visitations.

Guidance Counselors

1. Be available as consultant to students, parents, teachers, and administrators.
2. Assist in requisitioning recommended career education materials.

Librarians

1. Collect and classify career education materials as prescribed by established library practices.

Principals

1. Provide leadership to insure the cooperation of building's personnel.
2. Promote use of released time for coordination and implementation of assigned objectives within buildings and school district.
3. Work closely with the project coordinator to assure articulation and coordination of the program.
4. Dispatch news releases.
5. Requisition career education materials.

TERMS

Accommodation	Denotes an inner relationship of the two basic concepts, the self and the world of work. This level emphasizes adaptive and adjustive behaviors of the student in his perception of the world of work and a way of life through group and individual involvement.
Activities	Learning experiences designed by teachers to meet specified behavioral objectives.
Awareness	Indicates beginning development of occupational knowledge and personal attributes and attitudes regarding the world of work and a way of life with emphasis being placed on becoming aware of and understanding one's self.
Behavioral Objective	Is a specific educational goal for a student written in observable and measurable terms of his behavior.
Clusters	A grouping of occupations composed of recognized job titles which are logically related because they include identical or similar skills.
D.O.T.	Dictionary of Occupational Titles - identifies and describes job titles, usually found in the guidance office or school library.
Exploration	Is the last phase of the conceptualization that is within the realm of career education. At this level students should broaden their knowledge of the world of work and then investigate with more depth some selected areas which are of interest to them.
Scope	The extent or range of goals which are usually indicated in overall objectives.
Self-Concept	How one sees one's self.
Sequence	The order or progression of learning activities within a certain curricular segment.
Work	An activity calling for the expenditure of effort toward some definite achievement or outcome which is desired and usually rewarded (financially).

K-6 CAREER CURRICULUM PROJECT OBJECTIVES

Since the project consists of two parts--staff development and curriculum implementation, the objectives have been described as follows:

A. Staff Development Objectives

As a result of inservice training consisting of workshops conducted by the project coordinator and consultants:

1. Teachers will be able to exhibit a positive attitude toward implementation of the career development model into their curriculum.
2. Teachers will be knowledgeable about ten sources of information about the world of work.
3. Teachers will be able to discuss the vocational development of students in their grade.
4. Teachers will be able to select learning experiences consistent with the vocational development of their students.
5. Teachers will be able to assess their own program and their involvement in the career education orientation.
6. Teachers will be able to plan a program for implementing the career education model.

B. Curriculum Implementation Objectives

1. Program objectives for grades K-6 will deal with the formulation of general attitudes and of learning about work roles.

   a. Project behavioral objectives for the primary level (K-3) are as follows:

      Through the adaptability and evaluation of materials on career awareness education, the student would be able to:

      (1) Study the similarities of the world of work that make up the career clusters.
      (2) List occupations in your community and the twelve school areas that deal in services.
      (3) List occupations in your community and the twelve school areas that deal in the production and distribution of goods.
      (4) Study the reasons why people work in a specific career and be able to list the skills needed to perform effectively in the specific career.

   b. Project behavioral objectives for the intermediate level grades (4-6) are as follows:

Through the adaptability and evaluation of materials on career awareness education, the student would be able to:

(1) Acknowledge personal traits as they relate to career clusters.
(2) Familiarize and study the career clusters and the skills necessary to be successful in the world of work.
(3) Identify local workers associated with each specific career cluster.
(4) Study life styles and how they are affected by the world of work.

CHECK SHEET FOR AWARENESS OBJECTIVES

Name of Pupil or Section _____

Key to Marking: Circled number means objective has been introduced.
Slash within circle means objective introduced and somewhat developed but needs more work.
X within circle means objective is developed to the extent of desired outcome.

1.00	Educational Setting	1.01	1.02	1.03	1.04
2.00	Self	2.01	2.02	2.03	2.04
3.00	World of Work	3.01	3.02	3.03	3.04
4.00	Career Information	4.01	4.02	4.03	4.04
5.00	Social	5.01	5.02	5.03	5.04

Teacher Initial	Year	Teacher Initial	Year
K _____	19 ___ ___	4 _____	19 ___ ___
1 _____	19 ___ ___	5 _____	19 ___ ___
2 _____	19 ___ ___	6 _____	19 ___ ___
3 _____	19 ___ ___		

COMMUNITY INVOLVEMENT

Community involvement should include exposure to educational resources outside the school structure and within the local community district or its surrounding area. This involvement must include small businesses and farms, industry, and local, state and federal governmental agencies.

Activities and resources may include field trips, resource speakers, books, films, displays, samples, and illustrative materials.

POSSIBLE SEQUENCE

It is recommended for the purposes of this project, within the league of schools involved, that a general priority be followed in relationship to the sequence of involvement in the occupational awareness part of this general self-awareness program.

Let us assume then that in the kindergarten through third grade level occupational awareness will encompass only the educational setting; the public service areas present locally: doctor, police, fire station, etc.; and the occupational areas of each of the children's parents in each classroom.

Further occupational awareness into other occupational and life style choices beyond those pursued at the K-3 level may be investigated at the fourth, fifth, and sixth grade levels. Emphasis should be made in an attempt to pursue at least one occupational area in ten or more of the fifteen clusters.

During this K-6 awareness of self and occupational life styles, more emphasis should be placed on bringing the information or individual into the classroom rather than the classroom going to the occupation or life style. Emphasis on individual and group visitation and involvement of this nature will be reserved for the orientation phase at levels seven and eight.

This sequence is advisory and should be altered to meet individual school needs.

FIFTEEN OCCUPATIONAL CLUSTERS

OFFICE OCCUPATIONS

PERSONAL SERVICES

PUBLIC SERVICE

TRANSPORTATION

AGRI-BUSINESS & NATURAL RESOURCES

COMMUNICATION & MEDIA

CONSTRUCTION

CONSUMER & HOMEMAKING

ENVIRONMENT

FINE ARTS & HUMANITIES

HEALTH OCCUPATIONS

HOSPITALITY & RECREATION

MANUFACTURING

MARINE SCIENCE

MARKETING & DISTRIBUTION

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Suggested Questions For A Career
(Way of Life) Interview

What is your job?

Is there any particular reason why you chose this job?

What training or education is necessary for this job?

What tools or equipment do you use?

Are there any special subjects in school which were helpful to you?

Does your job make it necessary for you to wear a certain type of clothing?

How did you get this particular job? Were you hired, or are you your own boss?

Have you had any other kind of job?

If you are paid a salary, by whom is it paid?

Is your income satisfactory for your life style?

If not, how do you obtain additional income?

How many hours do you work? (All day, night, or a certain number of hours per week?)

What satisfaction do you receive from your work? (What are the job's advantages, disadvantages, hazards, etc.?)

If your job encourages you to join any particular groups, what are they?

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Kindergarten
Through
Third Grade

CLASSROOM ACTIVITY GUIDE

MODELS FOR CAREER DEVELOPMENT
Educational Objectives

Awareness Phase - K-3 Level

Program Objectives:

Following completion of the primary grades the learner will have developed an awareness of himself in his environment which will establish a basis for career development.

Educational Setting

1.00 The learner identifies the educational setting of the school; the school being a part of the home and community.

1.01 Recognizes the function of the school.

1.01.01 Defines the function of the school.
1.01.02 Describes own impression of the school.

1.02 Examines the operational structure of the school.

1.02.01 Differentiates between the roles of various school personnel.
1.02.02 Values the central importance of the student.

1.03 Recognized accepted school behavior.

1.03.01 Examines the operational roles of the school.
1.03.01.01 Identifies established rules of behavior.
1.03.01.02 Assists in establishing rules as appropriate.
1.03.02 Honors rules as established.
1.03.03 Gets along well when working or playing alone or with others.
1.03.04 Completes selected and assigned tasks.

1.04 Becomes aware of factors which contribute to optimum learning.

OBJECTIVE: The learner identifies the educational setting of the school; the school being a part of the home and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Pantomiming a. Both the child's own and parents' emotions. 2. List words on the board such as happy, sad, surprised, frightened, etc., and while one child acts out the mood, the other students guess the word from those on the board. (Possible at the beginning and end of the year to compare the difference.)		
The Family	1. Make family booklets with a family tree: use family pictures, especially school pictures of brothers, sisters, and fathers and mothers. a. Compare pictures to see how they have changed in physical features such as hair likenesses and differences, etc. 2. Show and tell about parents' understanding or description of functions of the school.		
The School and Community	1. Tour the school building with discussion and explanation of different functions and purposes of various areas of the school building. a. Tour the outside of the building stressing areas of play, areas of danger, etc. b. Art activities can be incorporated by drawing a floor plan and/or all of the exterior of the school building in pictures.		
Our World	1. Map or diagram drawing in relationship to the school's location within the town from various vantage points such as the child's home, church, courthouse, parents' job location, etc. a. Math problems can be designed in accordance with various locations using block measurements as the base figure with addition or subtraction of the various area figures.		

OBJECTIVE: The learner identifies the educational setting of the school; the school being a part of the home and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	3. TV Box - cut a hole in a large box and the children act out different moods in the box opening. The box can be decorated to look exactly like a TV set. 4. Coordination activities using a balance beam and action songs. a. Acting out math problems. b. Forming movement letter activities.		
The Family	3. Discussion of how the family and school personnel roles paraliel each other.		
The School and Community	c. Have any/or all of the school personnel visit the classroom or have the students go to the job location for a job demonstration or discussion of the jobs advantages or disadvantages; likes or dislikes, etc. d. Creative writing can be done to show the importance of <u>all</u> school personnel both individually and as a total unit of workers. e. Discuss the established rules of the school building.		
Our World	2. Schedule a "Worker of the Week" Calendar. Have the pupils select an occupation that they would like to explore. Put a picture of a worker, the title of the job, and the workers duties on the calendar.		

OBJECTIVE: The learner identifies the educational setting of the school; the school being a part of the home and community.

	Activity	Evaluation-Comments	Grade Used
One's Self			
The Family			
The School and Community	2. Draw pictures to show the children following different rules of the school. 3. Take a trip to the public library. a. Build a library in the classroom. b. Play library. 4. Plant flowers in a garden. 5. Make candy or popcorn in the classroom.		
Our World			

OBJECTIVE: The learner identifies the educational setting of the school; the school being a part of the home and community.

	Activity	Evaluation-Comments	Grade Used
One's Self			
The Family			
The School and Community	6. Create student involvement in the fire drills, safety patrol, etc. 7. Plan various field trips. a. After any visit outside the classroom or having had any resource person come into the classroom, write a Thank You note to those involved. 8. Schedule a "Leader of the Week" for each of the various room activities. They will be responsible to lead the class during those different activities such		
Our World			

OBJECTIVE: The learner identifies the educational setting of the school; the school being a part of the home and community.

	Activity	Evaluation-Comments	Grade Used
One's Self			
The Family			
The School and Community	as lunch line, drinks, etc. 9. Activity polling peer-group. _____ smiles a lot. _____ frowns a lot. _____ is happy. _____ seems to worry a great deal. _____ always wants attention.		
Our World			

Self Percept

2.00 The learner perceives self in relation to the educational setting.

2.01 Recognizes personal attributes.

2.01.01 Identifies areas of personal interests.
2.01.02 Examines own general aptitudes and abilities.
2.01.02.01 Describes own learning style.
2.01.02.02 Identifies his own learning pace.

2.02 Suggests individual steps for improvement of learning.

2.02.01 Describes what he hopes to gain from his learning experiences.
2.02.02 Describes areas of needed self improvement.

2.03 Describes personal feelings toward school.

2.04 Expresses his feelings toward himself and others.

2.04.01 Discusses feelings about himself.
2.04.02 Discusses feelings about peers.
2.04.03 Discusses feelings about school environment.

OBJECTIVE: The learner perceives self in relation to the educational setting.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Physical awareness: using the basic physical factors of the child such as height, weight, color of hair or eyes, prepare charts or diagrams with this type of information so that likenesses and differences of the various children can be seen and understood. 2. Mirror exercises: having the child observe himself as he expresses various emotions with facial features or have him point to various parts of his physical being while looking in the mirror.		
The Family	1. Show and tell activities about the child's role in the family. a. Duties of various family members. b. Playing house with various family role dress-up activities. c. Shadow plays (acting out individual and parental roles). 2. Finger painting emotions, such as fear, happiness, etc.		
The School and Community	1. Class elections. a. Class meetings emphasizing respect for others' rights. 2. School grounds and classroom litter pickup. a. Mr. and Mrs. Litter Bug titles. b. Trash can that can talk with either teacher or student prepared script of the trash cans' duties. c. Prepare bulletin board on cleanliness both in the classroom and on the school grounds.		
Our World	1. Pen pal letter writing explaining the students' personal attributes (what I like to play best, my favorite toy or food or color, etc.). 2. Children prepare bulletin board on physical likes and differences of children in other parts of the world. Emphasize the likes more strongly than the differences.		

OBJECTIVE: The learner perceives self in relation to the educational setting.

	Activity	Evaluation-Comments	Grade Used
One's Self	trying to create complete self awareness for the children. 3. Using water soluable materials, make hand and foot prints emphasizing the differences and likenesses of each print. 4. Self portrait activities, either oral or written. 5. Autobiographical sketches.		
The Family	3. With clay or other materials, make a family day scene such as Thanksgiving dinner with the turkey, plates, people, table, etc. 4. Have individual or group discussions about the needs which a family meets (such as hunger, rest, home warmth, love, clothing, etc.). 5. Role playing. a. Argument between two children when each wants the same toy first.		
The School and Community	3. Student written plays to be acted out which depict the various roles of school personnel such as teacher, principal, cook, custodian, bus driver, secretary, etc. 4. Dramatize ways of being friendly or of making others happy. a. To a new pupil. b. To a person being teased for various reasons.		
Our World	3. Dramatize a. Why I'm afraid to go to the Doctor or the Dentist. b. Someone breaking another child's toy. c. Pretend that you are moving to a new town - what do you feel and why? How do others receive the new person?		

OBJECTIVE: The learner perceives self in relation to the educational setting.

	Activity	Evaluation-Comments	Grade Used
One's Self	6. Make a scrapbook by cutting out pictures of various emotions from magazines. 7. Guessing Game a. One child describes another while the remainder of the class try to guess who it is. 8. "Angry" Box or "Afraid Of" Box. 9. "Touch" Box or "Feel" Box.		
The Family	b. Time schedule for sharing different things. 6. Finish the sentences. a. Being the oldest child is _____. b. Being the youngest child is _____. c. My parents like me when _____.		
The School and Community	c. To someone crowding in front of you on the bus or at the drinking fountain. c. To someone knocking down your coat and hanging his coat on your hook. 5. Completing unfinished sentences about various moods or states of mind. a. When I am happy I like to _____. b. I am sad when my friends _____. 6. Record information from field trip visitations or resource personnel classroom visitations.		
Our World	4. Environmental activities. a. Exercise in seeing: what is really on the playground? b. Exercise in hearing: sounds that are heard walking to and from school. c. Exercise in touch and smell: grass, rocks, books, crayons, paints, paper, pencils, etc.		

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OBJECTIVE: The learner perceives self in relation to the educational setting.

	Activity	Evaluation-Comments	Grade Used
One's Self	10. Have a "Grump" Box where the child can go to "Cool-off" and think about his or her strong negative feelings. 11. Utilize the tape recorder for the understanding and improvement of reading and speaking abilities. 12. Use of the "Buddy" program in any learning or social activity.		
The Family			
The School and Community	7. Teacher will discuss what reactions might occur if a treat was given to only a very few students while the others might display anger at their fellow students, which is really meant for the teacher. Discuss why. 8. Questionnaire a. What subject do you like best? b. Why do you like this? c. What things can you do well? d. What would you like to do better?		
Our World	5. Discuss things that affect peoples' feelings or emotions. a. Sunshine, warm temperatures, music rain, someone whistling, cold weather, etc. 6. Dramatize the seasons of the year through posters - mathematically and geographically.		

OBJECTIVE: The learner perceives self in relation to the educational setting.

	Activity	Evaluation-Comments	Grade Used
One's Self	13. Dramatize Riddles. a. I sit behind a steering wheel - who am I? b. I wear a star - who am I? 14. Use the stethoscope to encourage the child to listen to the heart beats. 15. Use a simple weaving frame to assist in eye and hand coordination. a. Board and nails using string or yarn. b. Cut strips of paper and do paper weaving.		
The Family			
The School and Community	9. Student of the Week. a. A picture is taken by the teacher - 1 per week - which is put on the "Student of the Week" bulletin board. Each writes a story about himself, puts up anything of interest to them or their good papers. At the end of the week the picture is given to the pupil. 10. "How Did I Do Today" individual chart noting listening, reading, promptness, neatness, ability to follow directions, etc. Answer by a happy face or a frown, or		
Our World	7. Art Construction a. From "Trash to Treasure" project having each child take something from the designated scrap area and making it into something new and attractive.		

OBJECTIVE: The learner perceives self in relation to the educational setting.

	Activity	Evaluation-Comments	Grade Used
One's Self	16. Finish the sentences. a. What if I had no eyes to see _____. b. What if I had no nose to smell _____. c. What if I had no hands to touch _____. d. What if I could not hear the _____. 17. Everyone in the circle must say something good about the person next to him or her.		
The Family			
The School and Community	design of another type. 11. School is the community - a. Possibly plan a visit to a leisure time area with the emphasis on what the scenes reveal during those visits - such as to a park, museum, etc. Place further emphasis on the use of the five senses. 12. Discuss or role play various community situations.		
Our World			

OBJECTIVE: The learner perceives self in relation to the educational setting.

	Activity	Evaluation-Comments	Grade Used
One's Self	18. Everyone Wins A Game a. Design activities so that each child will be able to win a ribbon, such as races, jumping, sitting, standing, etc.		
The Family			
The School and Community	a. Paper boy collecting from a person who seems to be mad at the paper boy. b. The bus being late causes a child to be late for class. 13. School room activities - a. Measure the room, then measure the top of the desks, discuss the differences. (This could be made into a math project).		
Our World			

World of Work

3.00 The learner examines the world of work as it relates to individuals and groups.

3.01 Interprets the concept of work.

3.01.01 Describes total concept of work including service activities, cooperation, and use of leisure time.

3.01.02 Discusses the interdependence of contributing members of society.

3.02 Recognized the reasons people work.

3.02.01 Identifies personal and societal needs for products and services.

3.02.02 Identifies the need for monetary income to maintain and/or improve life styles.

3.02.03 Analyzes personal satisfactions which can be achieved through work.

3.02.03.01 Describes the feelings that a sense of self worth produces.

3.02.03.02 Expresses the personal value that is received from creative work.

3.02.03.03 Illustrates the rewards of completing a job.

3.02.03.04 Relates that personal satisfaction which results from work that is interesting to the individual.

3.02.03.05 Distinguishes the need for personal satisfaction in work or leisure to maintain mental well-being.

3.02.03.06 Describes the satisfactions gained when personal capabilities are effectively used in work.

3.03 Exhibits a positive attitude toward work.

3.03.01 Identifies all work honestly done as being honorable.

3.03.02 Selects and accepts reasonable work assignments.

3.03.03 Carries out tasks to reasonable point of completion.

3.04 The learner explores the economic aspects of work.

- 3.04.01 Differentiates between employers and employees.
- 3.04.02 Differentiates between consumers and producers.
- 3.04.03 Recognizes money as a medium of exchange.
  - 3.04.03.01 Explains the processes in using money.
  - 3.04.03.02 Describes the necessity of interdependent trading.
- 3.04.04 Examines how workers are paid for their services.
  - 3.04.04.01 Concludes why some employees receive more money than others.
  - 3.04.04.02 Describes money and time as a limited resource.
  - 3.04.04.03 Concludes that time, money, and energy can be managed and conserved.
- 3.04.05 Identifies the influence of transportation in the economic system.

OBJECTIVE: The learner examines the world of work as it relates to individuals and groups.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Take a Polaroid picture of the class during a party or other activity having each child pick out the job that he or she were doing in the picture. 2. Pick a goal - discuss what is necessary for the students to reach that goal. a. Discuss how you feel when you achieve your goal. b. Compete toward a goal with a classmate.		
The Family	1. Have children bring pictures of themselves doing some job at home. 2. Have parents visit the class and explain their occupations. 3. Collect and display hats worn by fathers or mothers at work. a. Prepare a scrapbook of pictures of different jobs, the clothing needed or hats worn on each different job. This could be done well dealing with individual members of their own families.		
The School and Community	1. Plan class visitations from various community members who explain their occupations. Have them explain why they selected that job, its advantages, or its disadvantages, or why they like or dislike it, what qualifications are necessary to be hired for that line of work, etc. 2. Introduce vocabulary associated with different careers especially prior to a visitation from resource persons.		
Our World	1. Make a collage with magazine pictures to show producers of goods and producers of services. 2. To show the advantages of dividing work, divide the class in half. Have one half make something individually while the other half makes something on an assembly line basis.		

OBJECTIVE: The learner examines the world of work as it relates to individuals and groups.

	Activity	Evaluation-Comments	Grade Used
One's Self	c. Write some new years' resolutions and set goals to work on, then re-read them at the years end to discover the accomplishment.		
The Family	4. Play Occupational Bingo. 5. Have the child bring to school some personal item of either parent and describe their use for this item. 6. Plan menus from the stand point of producing good health and use the recipes for math or science activities.		
The School and Community	3. Visit the schools' heating system and explain the fuel shortage. 4. Poultry Industry - plan a possible trip to a hatchery or poultry farm, or hatch some eggs in the classroom, and care for the baby chicks.		
Our World	3. Counting Money a. Make cards with pictures of food products and food prices. b. The child is given money that he can use to purchase a chosen card. 4. Role play "What's My Line".		

Career Information

4.00 The learner examines occupations, occupational change, and how his self perception relates to selected occupations.

4.01 Explores a wide variety of occupations.

4.01.01 Describes occupations in his community.
4.01.02 Compares selected occupations.

4.02 Recognizes similarities of occupations which form occupational clusters.

4.03 Discovers that people change occupations.

4.04 Relates his self perception to those occupations that interest him.

OBJECTIVE: The learner examines occupations, occupational change, and how his self perception relates to selected occupations.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Utilize Alphabet Game with occupation titles. a. A - Accountant b. B - Baker c. C - Candle stick maker		
The Family			
The School and Community	1. Flash cards - prepare flash cards with an occupational picture on the front and the occupational title on the back. 2. Keep a diary of activities in occupations career information. 3. Interview individuals to gather career information such as job qualifications needed, any special clothing needed, etc.		
Our World	1. Bring advertisement clippings from newspapers and determine what items to purchase based on children's allowances, etc. 2. Video tape or record information about occupational areas.		

OBJECTIVE: The learner examines occupations, occupational change, and how his self perception relates to selected occupations.

	Activity	Evaluation-Comments	Grade Used
One's Self			
The Family			
The School and Community	4. Designate an "Occupation or Worker of the Week". Have the students gather various types of information on that occupation or worker to be discussed at the end of the week.		
Our World			

Social

5.00 The learner examines individual, family, and social characteristics and needs of man.

5.01 Recognizes that human beings are more alike than different.

5.02 Examines the family as a basic social unit.

5.03 Examines the role that the family plays in determining group attitudes and biases.

5.04 Identifies that individuals have basic social needs.

OBJECTIVE: The learner examines individual, family, and social characteristics and needs of man.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Make a field trip to the court house - observe the birth records. This is the official document used as proof of their existence. 2. Give first impressions of other people, either oral or written exercise. 3. Finish the sentences. a. Being friendly is _____. b. Five good deeds I've done today are ____, ____, ____, ____, and ____.		
The Family	1. Family environment a. Give each child an opportunity to tell about his family - brothers sisters, grandparents, pets, etc. b. What does he like to do with his family? 2. Dramatize a. A sharing and cooperative family situation in which the family cooperation adds to family harmony.		
The School and Community	1. New student "Buddy system" might be utilized. a. Study the former area of the new student. b. Have the new student's parents visit class to explain reasons for their move and other aspects of moving. (Use caution, the teacher should investigate the situation first). c. Newsletter about the new student. 2. Describe positive school behavior.		
Our World	1. Why is where we live important to how we work or play? 2. Dramatize these differences. a. Living on a farm and riding a school bus. b. Living in a house in town and walking to school. c. Living in an apartment in town and walking to school.		

OBJECTIVE: The learner examines individual, family, and social characteristics and needs of man.

	Activity	Evaluation-Comments	Grade Used
One's Self	c. Sharing is _____. d. Politeness is _____. 4. Times when one needs to be alone could be used with the following discussion ideas: a. Day dreaming. b. Making a surprise for someone. c. When one's feelings are hurt. d. At the loss of ones pet, etc.		
The Family	b. Negative behavior such as jealousy or arguing. 3. Finish the sentences. a. I don't share when _____. b. I don't cooperate when _____. c. I'm punished when _____.		
The School and Community	3. Share summer experiences with each other, both the teacher and the students. a. Project summer vacation plans in the spring. 4. Make a two column heading and give listings under each of the following: a. Things that I like about my town. b. Things that I would change in my town.		
Our World	3. Food Fair a. Have taste fests of food from other countries.		

Fourth Grade
Through
Sixth Grade

CLASSROOM ACTIVITY GUIDE

MODELS FOR CAREER DEVELOPMENT
Educational Objectives

Awareness Phase
Intermediate Level 4-6

Program Objectives:
Following completion of the intermediate grades the learner will have related knowledge of himself to his perceptions of the world of work.

Educational Setting

1.00 The learner relates what he learns in school to knowledge of self and development of academic skills.

1.01 Makes choices which demonstrate his ability to work well in different situations.

1.02 Uses his perceived potential to guide him in achieving educational growth.

1.03 Uses the decision making process in choosing projects of study commensurate with his abilities.

1.04 Identifies opportunities afforded through school programs.

1.05 Identifies opportunities afforded through community activities.

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Bulletin Board: Each child is featured on the bulletin board display - using school, home, and other items including physical self-description in the display. Later have an evaluation from the child's point of view: which aspects each feels help him to learn better/or more easily. 2. Citizenship in the classroom: Discuss evaluation of class work, not just final grades, but effort put forth, etc. Choose a 'student of the week'.		
The Family	1. Family change study: if possible, use family pictures to develop and emphasize changes in the individual child and his or her rate of learning abilities since kindergarten or first grade. 2. Non-verbal communication: the child notes the various ways a message is conveyed as in gestures, style of walking, silences, laughter, raised eyebrows, etc. How does a baby communicate? This may lead to a discussion or study of other forms of non-verbal communication forms		
The School and Community	1. Our classroom: Have each child select an object in the classroom that has helped them learn; have them explain in what manner it assisted them. Then have them name an object which might be added to the room that might help them to learn and explain why they feel this way. 2. Draw maps of the town or community locating the library, police or fire station, and other important buildings, the child's home or church or grocery store, etc.		
Our World	1. School Improvement Project: Perhaps a tree or shrub could be planted. Determine the type of item planted by class personal preference indications. Emphasize obtaining permission from school administrators; other aspects for consideration would be to compute annual growth, the amount of soil removed at planting, amount of water needed for proper rooting of the plant, and other similar areas of science or math.		

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
One's Self	3. Make collages depicting (1) a skill learned during K-6 levels and how that skill helps the student, or (2) skills that everyone needs to learn to functi in our world today, or (3) skills each needs to master to become the _____ (occupation) which they wish to be, or (4) good study habits, etc. 4. Pantomiming using either the child's own or the teacher's or the parent's emotions in a given situation.		
The Family	such as art, musicals, or creative dra ics. 3. Prepare a bulletin board using the theme "Things we do at home using the skills we have learned at school". 4. Feature a "Family of the Week" bulletin board. Bring a sample of every person's cursive writing in their family. Make a comparative study of the likenesses and the differences of the penmanship of members of one family.		
The School and Community	3. Keep a chart of certain items commonly found in the home. Visit a store weekly to note the change in cost of these items. Determine the reason for such changes in the cost of living. 4. Have a camera in the room to record important events within the classroom. The pictures might allow the students to see themselves as others see them.		
Our World	2. Arbor Day Activities - Enter the governors contest - earn money to beautify the school, town, or world. If the class plants something have a special ceremony and then care for the plants the remainder of the year. 3. Have a 'Trash to Treasure' project. Convert some trash into something valuable.		

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
One's Self	5. Evaluation sheets: the children fill out a sheet on their likes and dislikes concerning themselves, then what they want to learn in _____ grade. Repeat the activity at the semester's close and compare, then again at the end of the year and evaluate what they have achieved. 6. Discuss activities done alone and those done in a group. Discuss the need for time alone and time involved in group activities such as (a) family group, (b) play group, (c) classroom, etc.		
The Family	b. Discuss the possibility of a "No TV night" at home. 5. Family Tree: list the work of each member. Note the similarities and try to draw conclusions as to why there are such similarities or differences. Research one parent or grandparent going back as far as possible and examine his or her talents, occupation, hobbies, etc. and compare these with the interests of the student himself.		
The School and Community	5. A study of the local school system: how funds are raised to support the school, who sets the educational standards of public schools, etc. 6. Buddy system - each child would have a buddy in the room for each to help when it is needed. 7. Make booklets depicting the school with various drawings such as floor plans, playground area, exterior features, teachers,		
Our World	4. Ecology project - Have students pick up litter on the playground and school yard. 5. Explore life of a child in another part of the world. Find out all about the child's family, school, future, etc.		

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
One's Self	7. Discuss and list suggestions on the blackboard. (1) Why do we have schools? (2) Why is school important to people? (3) What do we expect to gain from attending school? (4) How can schools help prepare people for work? (5) What can we do to get the most out of school? Formulate generalizations relative to how school prepares us for the world of work. Discuss how academic subjects help the child at the present age or grade level. (Counting change, reading road signs, or cereal descriptions, store signs, etc.) Perhaps		
The Family			
The School and Community	administrators and other personnel. 8. Invite to the classroom and interview a member of the school staff (nurse, bus driver, cook, secretary, principal). Try to ascertain how this person fits into the total school environment and how that person's work helps each individual in the school.		
Our World	6. In the fall, make a collection of weeds found between the student's home and the school. Identify and name them, mounting the leaf, pod, and/or flower. Discuss kinds of weed control, both individual and community methods. Ask into the classroom an expert on the use of herbicides.		

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
One's Self	plan a bulletin board of things the children suggest. 8. Each Monday morning hand out 3 x 5" cards to each student. He dates it and answers the following questions: (1) What did I do last week to complete _____ goal? (2) What will I do this week to complete_____ goal?		
The Family			
The School and Community	9. Each child makes an application to be the operator of some piece of equipment in the room (overhead projector, tape recorder, paint supplies, etc.). The application is either written or by appointment with the teacher. 10. Place pictures of leaders in history of our country or leaders of industry on the bulletin board and discuss jobs each have done.		
Our World			

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
One's Self	9. Play "Who Am I?" In 10 minutes have the students write as many things as they can about themselves in their role as a student. At the end of that time, the teacher reads them and the class members try to guess the individual person. 10. The child may write a paragraph about what he or she likes best about school and another about that he or she likes the least.		
The Family			
The School and Community	11. Have a question box and discuss the questions dropped into it once a week. 12. Award badges of recognition for school or personal life achievements such as math, spelling, Scouts, etc. using week intervals for such awards. Develop award areas so that each child receives an award at least every other week.		
Our World			

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
	11. Take closeup shots of individual students working in the classroom. Display these on the bulletin board and have the class discuss how they thought each person was feeling when his picture was taken. 12. Ask pupils to listen and watch news broadcasts taking notes on world and local items and giving special attention to ways of living, manner of dress, lay of the land, etc.		
	individually and as a total group. 13. Bulletin board idea: "Good Worker of the Week". A good worker being a person who follows directions, finishes his or her work on time, is friendly and cheerful, or other criteria selected by the students. Then each week a 'good worker' is chosen by class members. 14. Have student committees help in the planning and setting up of learning		

OBJECTIVE: 1.00 Educational Setting - The learner relates what he learns in school to knowledge of self and development of academic skills.

	Activity	Evaluation-Comments	Grade Used
One's Self	13. Discuss the need of group work in an academic and/or social area. 14. Bulletin board idea - "Famous Faces" (1) Place a recent picture of each child on the bulletin board (2) and a note beside each one telling of an occupation that they are interested in and why.		
The Family			
The School and Community	centers within the classroom in different areas of interest. Have stated objectives as to what is to be accomplished. 15. Write an essay pertaining to the theme of what a specified holiday means to each student personally. Stress family customs, heritage, culture, climatic influences, etc. 16. Prepare mini-courses involving community workers in the school.		
Our World			

Self Percept

2.00 The learner assesses his individual characteristics and their relationship to his own school and community.

2.01 Recognizes his own interest abilities, needs, and aspirations.

2.01.01 Identifies personal needs.
2.01.02 Cites abilities as the learner perceives them.
2.01.03 Identifies goals in terms of total self development.

2.02 Identifies personal interests.

2.02.01 Lists interests and hobbies.
2.02.02 Selects areas of special interest for individual study.
2.02.03 Cites reasons for personal satisfaction.

2.03 Appraises others' perceptions of self.

2.03.01 Identifies various peer groups.
2.03.02 Learns to successfully cope with his peer group.
2.03.03 Learns to cope with praise and criticism from adults and peers.

2.04 Recognizes variations in attributes of self and classmates.

2.05 Chooses activities which will utilize his attributes in making contributions to school and community.

OBJECTIVES: 2.00 Self Percept - The learner assesses his individual characteristics and their relationship to his school and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. The intermediate child is aware of his or her feelings, likes and dislikes, and that change is possible in those areas. a. Use verbal or written exercises on the need for being alone vs. being in the group. b. Role-play activities while alone and while with the group. 2. Use a camera to take full length pictures of the students. Discuss neatness, hair style, adequate clothing, etc.		
The Family	1. Responsibility - Role-play the following: a. The student choosing the guests for his or her birthday party instead of the parents making the selections. b. The student choosing school clothes without assistance. c. Gaining permission from parents to have a home task system which allows for an earned allowance. 2. Explore groups of which students are members and examine areas of possible		
The School and Community	1. Have a full length mirror in the classroom with a "You're a Winner" pennant at the top. 2. Good Deeds Chart which would include three (or more) areas for consideration such as: a. the actual good deed, b. the other person's reaction to the deed, c. the student's feelings about the matter, etc. 3. Role-play various occupations of people in the school and the community.		
Our World	1. Each student can write his or her feelings relative to certain things and then record those thoughts on tape: a. "These things in the world give me pleasant thoughts . . . " b. Or ". . . unpleasant thoughts . . . " 2. Put together a county, state, or United States carpet map. (Use old carpet samples.)		

OBJECTIVE: 2.00 Self Percept - The learner assesses his individual characteristics and their relationship to his school and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	3. Using the autobiographical book "About Me" at the rate of one chapter per week, write and draw accompanying diagrams concerning (1) Early Life, (2) School, (3) Vacations, (4) Best Friends, (5) Happy, Sad, and Angry Feelings, and (6) Parents' Influence. 4. Areas of discussion might include subjects such as: "In what way do I influence other members of my family?" or "Do younger brothers and sisters imitate me?"		
The Family	conflict and then explore avenues of possible compromise between the groups. Example: a. family b. church c. school d. scouts e. playmates 3. Parents Are People Poll - Students interview their parents with such questions as: When your parents were your age (1) What was their favorite hobby? (2) What did they want to do when they grew up? (3) Where did they live? (4) Who was their		
The School and Community	4. Tape a colorful description of class members including more than physical characteristics. Children can guess who is being described or each might make a 'People Box'. 5. Have a central figure on a bulletin board. Allow a given number of students to be responsible for dressing it for a specific career. Display items used in that job and tell of its good and bad points.		
Our World	3. Write letters to foreign embassies asking for information about their countries. 4. Have the students bring pictures of stress, disasters, drought, earth quakes, etc. Discuss how we can aid the troubled persons or countries at that time. Which would be the best method? Food, clothing, actual money, or what?		

OBJECTIVE: 2.00 Self Percept - The learner assesses his individual characteristics and their relationship to his school and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	a. Students might wish to bring photos of individuals for whom they are named, or who they look like, or act like, etc. helping to create a "Why I am the way I am" theme. 5. Describe the sights, sounds, objects, and events that give each student a feeling of excitement. 6. Discussion - What color is love? What color is hate? What color is anger? etc.		
The Family	best friend? (5) Did they have a bike? (6) Who was their favorite movie or recording star? a. What about your parents today? (1) What color are their eyes? (2) What do they do during the day? (3) What are their favorite TV shows? (4) What makes them happy? (5) What person do they most admire? (6) If they took a vacation, where would they most like to go? Etc. 4. Pretend each student had $100. Using a catalog for cost projections, or just		
The School and Community	6. Create an environment that each student would like to live in. Make dioramas of these "dream" places. 7. Have student written plays to be acted out depicting various roles of school personnel. 8. Prepare short speeches on "What I like at school" or "What really burns me up about school". This might allow for exchange of ideas and understanding of problems of		
Our World	5. Dressing as a person from another land have the students tell about themselves as that other person might. 6. Interview someone in the class who has recently moved from another state. Explore the feelings of that student concerning making new friends, leaving familiar friends, home, neighborhood, church, school, activities, etc.		

OBJECTIVE: 2.00 Self Percept - The learner assesses his individual characteristics and their relationship to his school and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	7. Construct a circle graph of income levels of three choices of average career cluster incomes. Include housing, car costs, utilities, groceries, clothing, insurance, charitable contributions, recreation, hobbies, etc. (Research to determine the various costs of the item.) 8. Prepare graph weights and heights of individuals at various grade levels (using students own former report cards). Possibly compare theirs to other students or simply display the graphs.		
The Family	their imagination, spend the money for Christmas or birthday gifts for the entire family. 5 Recognition of family members' value systems. Discuss values with their own family and then write how various members feel about these values. 6. Discuss certain small chores that the student and his other brothers and sisters have at home, how these are helping them to learn responsibility, and how these will		
The School and Community	administrators, teachers, and other students. 9. Prepare a one-page autobiographical account listing each child's birthday, hobbies, interests and perhaps pictures of them. This could be bound together into a class "Who's Who". An excellent device for teacher and children to get to know one another or a reference guide for classroom visitors and parents during the school year.		
Our World	7. Mission activity - Example: Would the denial of food help the students themselves better understand the world of hunger? 8. A game similar to hopscotch using a chalked outline of a state or the entire United States divided into 2 ft. square numbered parts and the name of a town or city located in each written on the square. As players hop from one space to another, they call off names of the town or city.		

OBJECTIVE: 2.00 Self Percept - The learner assesses his individual characteristics and their relationship to his school and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	9. Creative writing in such areas as: Happiness Is, or Sadness Is, or Loneliness Is, etc. 10. Collect pictures and words from magazines depicting one's self. Make a collage guessing game of them as they relate to different situations of self, family, or community. 11. The student may write a paragraph about what he likes best about school and another about what he likes the least.		
The Family	help them later in life. 7. Discuss various jobs of older members of the family. Tell what the students themselves would like to do when they get older. Draw a picture of that profession or trade skill. 8. Discussion of sibling order in families and how responsibilities assigned in different homes might vary because of this order.		
The School and Community	10. Discuss the meaning of responsibility. Have the children show how they are each responsible for school work, their desks, room equipment, library books, hanging up their coats, the lost and found articles, etc. 11. Discuss with the students the classroom environment and structure and how these elements affect their learning experiences. Have them tell how they might like to change some things about the classroom.		
Our World	9. Make globes or continents. Find pictures of people from other countries, label them as to country and continent. Look for news items concerning other states and countries.		

OBJECTIVE: 2.00 Self Percept - The learner assesses his individual characteristics and their relationship to his school and community.

	Activity	Evaluation-Comments	Grade Used
One's Self	12. "My Accident" autobiography - Have the students write a history of personal incidents, how they happened, what was done to repair or resolve the situation, what could have prevented it, etc. a. Or using this subject, "One Day of My Life" as the theme answer such things as: How did that day make me feel? Happy, sad, unusual, or what? How could the day have been better or worse depending only upon themselves, etc.		
The Family	9. Write a story: "What would be different in my family without me"? a. Or "What I think of my little or big brother or sister"? 10. List characteristics such as coloring, type of fur, shape of ears, in a family of puppies or kittens. Compare these characteristics with those of the parents. 11. Develop an ethnic map of the country or state.		
The School and Community			
Our World			

OBJECTIVE: 2.00 Self Percept - The learner assesses his individual characteristics and their relationship to his school and community.

	Activity	Evaluation-Comments	Grade Used
One's Self			
The Family	12. Prepare a bulletin board using student's picture on one side and the parent's picture on the other then match basic resemblances. 13. Discuss, write about, or tape the importance of each family member as a community and family member both. 14. Using puppet plays, act out individual roles of family members.		
The School and Community			
Our World			

World of Work

3.00 The learner examines the World of Work as it relates to the well-being of individuals and society.

3.01 Relates life styles to work roles.

3.01.01 Describes a life style.
3.01.02 Realizes that monetary rewards affect life styles.
3.01.03 Realizes that work hours affect life styles.
3.01.04 Considers that personal needs affect life styles.
3.01.05 Realizes that life styles affect personal well-being.

3.02 Fantasizes work roles which could lead to desired life styles.

3.03 Observes traits desirable for various occupations.

3.04 Identifies career lattices.

3.04.01 Delineates leadership roles in play activities.
3.04.02 Delineates the organization of workers.
3.04.03 Recognizes mobility in career lattices.

3.04.03.01 Describes the horizontal mobility within a cluster.
3.04.03.02 Describes the vertical mobility within a cluster.

3.05 Describes the personal growth and/or leisure rewards of work.

3.05.01 Identifies personal happiness from work.
3.05.02 Identifies monetary reward from work.
3.05.03 Cites examples of promotion in work.
3.05.04 Identifies social recognition from work.

3.06 Realizes that a career choice affects an individual and his family.

3.06.01 Describes how occupations may affect physical health.
3.06.02 Describes how occupations may affect mental health.

3.07 Recognizes societal needs for work.

3.07.01 Observes the constantly changing work patterns from past to present.

3.07.01.01 Cites fluctuations in employment needs.
3.07.01.02 Cites fluctuations in worker supply.

3.07.02 Describes how the existing needs of society may affect the work roles.

3.08 Investigates economic factors which influence individuals in society.

3.08.01 Describes the flow of money in our economic system.
3.08.02 Compares the effects of supply and demand factors in the labor market.

3.08.02.01 Differentiates between goods and services.
3.08.02.02 Differentiates between production and consumption.
3.08.02.03 Analyzes changing employment needs and their influence on pay.

3.08.03 Recognizes that pay varies in the world of work.

3.08.03.01 Describes how income varies with career type.
3.08.03.02 Describes how income varies with career level.
3.08.03.03 Correlates compensation with geographical area.

3.08.04 Recognizes that greater competencies generally increase pay.

3.08.04.01 Identifies that greater knowledge may increase competencies.
3.08.04.02 Realizes that maturity may increase competencies.
3.08.04.03 Identifies that additional training generally increases competencies.
3.08.04.04 Realizes that wider experience may increase competencies.

OBJECTIVE: 3.00 World of Work - The learner examines the World of Work as it relates to the well-being of individuals and society.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. From the newspaper: a. Have each student read through the classified section and select a job which is available for which he would believe himself to be qualified and one which he would like to have. b. Write a letter of application for the job stating attributes that would make them qualified for the position. (Project into the future, perhaps assuming that the student has completed college or vocational training.)		
The Family	1. Job Tree: a. Prepare an occupational family tree for different students and focus discussion on what might cause some families to follow some career line while some others might follow entirely different career areas. b. Construct a "Wheel of Family Jobs" using 'Cooperation' as the key idea in the center of the wheel and in the outer sections include such items as: cleaning house, washing clothes, yard work, cooking, Dad and/or Mom as wage earners, etc.		
The School and Community	1. Student survey: a. Have the students survey the room or grade level to determine different occupational roles held by their parents. b. During discussion attempt to determine what occupational avenue each might like to pursue. c. Invite parents of students into the classroom to tell about their occupations. 2. Schedule "Worker of the Week" adventure. Select an occupation that the students would		
Our World	1. Pen Pals: a. Perhaps pen pals in other states or in other countries could be established to help the students explore geographical differences in occupational and career roles. b. Or prepare cassette tapes to be sent to various areas, perhaps to a Peace Corps or Action volunteer, telling about themselves and their own community, asking for a similar tape reply.		

OBJECTIVE: 3.00 World of Work - The learner examines the World of Work as it relates to the well-being of individuals and society.

	Activity	Evaluation-Comments	Grade Used
One's Self	2. Adopt a country and become an imaginary citizen. Role-play various work situations concerning that adopted country. 3. Conduct a Junior Chamber of Commerce meeting in the classroom having each student play the role of a businessman that he or she might like to be. 4. Have a daily or weekly 'Talk Time' when the students may express themselves on any topic of interest.		
The Family	c. Interview members of one specific family to determine why they chose the particular job area that they did. d. Research members of a family to examine the factors which influenced each person's job choice. e. Visit with students' grandparents about their lives, especially in regard to work roles of members of the family at different ages. Ask to see some pictures if possible.		
The School and Community	like to explore and examine and discuss its various parts. 3. Have the students imagine themselves each obtaining a job. Have everyone make a ladder, (use tag board or heavy paper) decide on which rung they would begin the job. Does one ever start at the top? If so, is there a danger of coming down? 4. Hold a "Career Day" inviting several speakers from various occupations to the		
Our World	2. Write to an organization within our country such as Core or Vista to find more information on jobs that would be available through them or in what areas they train people of other countries. 3. Choose a region or country being studied and make a list of common occupations found there and determine why such jobs would be there.		

OBJECTIVE: 3.00 World of Work - The learner examines the World of Work as it relates to the well-being of individuals and society.

	Activity	Evaluation-Comments	Grade Used
One's Self	5. Using a map of main street chart the different occupations located there. Note which supply products to the consumer, which supply services, or which supply both.		
The Family	2. Invite the willing parent of a handicapped child to the classroom to answer questions for the students. 3. Discuss what grandparents do after they have retired from the 'World of Work'. Possibly have the grandparents come to school to assist with the discussion. 4. Have students bring pictures of themselves doing some jobs at home.		
The School and Community	room and have them sit scattered about the area so that the students may move around visiting with the guests and asking questions. 5. Select an object in the classroom or at home. Make a chart of all the workers involved with it from the raw material stage to the finished product.		
Our World	4. Role-play "What's My Line?" 5. View films concerning various countries and discuss different positions of labor in the other countries vs. the United States. 6. Bottle or glass cutting - while some students do individual work the others work on an assembly line basis. Show the division of labor (paint products as desired).		

OBJECTIVE: 3.00 World of Work - The learner examines the World of Work as it relates to the well-being of individuals and society.

	Activity	Evaluation-Comments	Grade Used
One's Self			
The Family	5. Timeline: Study the amount of time spent by the student's parents working at a job VS the amount of free time they might have. Evaluate the use of time for reading (and education), family activities, personal recreation, church, or sports, etc.		
The School and Community	6. Tape interviews with school personnel to play back in the classroom and discuss how each employee contributes to the total school system or to each student individually. 7. Survey students for any having relatives living out of state. Explore different life styles such as: occupations, style of architecture, foods eaten, clothing worn, etc., as in Arizona vs. Minnesota.		
Our World	7. Explore the origin of common products in our homes that contribute to our well-being which come from foreign lands. Place pictures of these things on a large world map. Discuss how these products come into our homes. Write to companies for more information on the products. Example: banana-Central America, coffee-Brazil, pineapple-Hawaii, watches-Japan, Germany, Switzerland, etc.		

Career Information

4.00 The learner investigates the nature of occupational clusters.

4.01 Relates personal attitudes to various career clusters.

4.01.01 Considers personal attitudes toward selected occupations.
4.01.02 Lists personal traits perceived by the learner.

4.02 Identifies occupational clusters.

4.02.01 Lists major employment opportunities in occupational clusters.
4.02.02 Differentiates occupations in selected clusters.
4.02.03 Recognizes attributes needed for clusters and lattice.

4.03 Realizes that work roles change within occupations.

4.03.01 Discusses how refinements in technology may affect the work role.
4.03.02 Recognizes how people change job types within a cluster and related clusters.
4.03.03 Identifies personal reasons for wanting to change job types.

OBJECTIVE: 4.00 Career Information - The learner investigates the nature of occupational clusters.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Career bulletin board where each week 5 occupations are placed before the students in some manner. Then, voting by ballot, they select the occupation they like the best and discuss the results and the students' reasoning concerning these careers. 2. Have each child research an occupation from a particular cluster. Collect pictures and report to the class. Have class discussions concerning the interests involved, solitary or group type job, outdoor or indoor, training needed, goods or services,		
The Family	1. What career role? Have each student survey a parent or relative as to what career role they would have chosen if they had the opportunity at the present time. Then compare the chosen role with the role they already are in and compare the differences of the roles. a. Tape an interview with a parent, grandparent, or guardian concerning their occupation. If possible photograph the person at work. Play the tape for the class. b. After the entire class has reported		
The School and Community	1. Career posters: Have the students make posters of occupations with the desirable and undesirable qualities being shown. Emphasize one cluster at a time. 2. Collect forms such as bank deposit slips, job applications, admission blanks, etc. Filling these out requires both reading and logical thought skills and also acquaints the student with business language. 3. Make a scrapbook of career clusters.		
Our World	1. World traveler: a. Have students or adults describe their observations of the way of life of students or adults in other countries. b. Have foreign exchange students from the local or neighboring high schools or colleges come to speak after the students have studied their particular country. Have the foreign student explain what his ambitions might be. You might like to video tape or record information about occupations as the foreign student discusses it.		

OBJECTIVE: 4.00 Career Information - The learner investigates the nature of occupational clusters.

	Activity	Evaluation-Comments	Grade Used
One's Self	advancement opportunities, travel opportunities, etc. 3. Using groups of 3 students each dramatize a job cluster. Example - One student might say, "My job is always with young children." Another might add, "I assist Joe in handling these children. I dress in white." Third student might add, "I type, answer the phone, keep records, make appointments for Joe, etc." The jobs are: doctor, nurse, and office girl of the medical cluster.		
The Family	their dream career and parent's interview place the occupations in occupational clusters. Discuss all occupations related in one cluster and how one relates to another. 2. Pantomime careers that interest the students. Proceed by occupational clusters.		
The School and Community	4. Have a 'career corner' in which different occupations may be displayed by the teacher and/or students. 5. Make a large map of the community on butcher paper having the children draw small figures of various workers and place them on the proper place on the map. Discuss the location of jobs, the number of workers, etc.		
Our World	2. Have the students study different regions and set up a 'travel bureau' where each has a chance to give both an oral and written report about the way of life in the region of interest. 3. Research and report on occupations that deal with communications with other nations such as: a. photographer; b. wirephoto machine operators; c. teletype machine operators; d. newspaper & TV reporters.		

OBJECTIVE: 4.00 World of Work - The learner investigates the nature of occupational clusters.

	Activity	Evaluation-Comments	Grade Used
One's Self	4. Build a Medieval castle and depict the various occupations connected with it. 5. Each student interviews an adult about his or her job and reports to the class about that job and occupational cluster area. Perhaps giving at least 3 desirable and 3 undesirable aspects of that cluster area. 6. Occupational Dress Day -have the students dress up as their parents, friends, or their own desired occupation person would dress.		
The Family			
The School and Community			
Our World	4. Plan a trip overseas. Have the students draw illustrations or give reports on the various jobs involved that are necessary to make the trip: 1. photographs; 2. passports; 3. needed vaccinations; 4. travelers checks; 5. suitable clothing; 6. transportation; 7. duties involved on oceanliner, plane, train, bus, car; 8. motel & hotel rooms; 9. eating places; 10. guided tours; 11. mail service; 12. phones, telegrams; 13. photo or movie processing; etc.		

Social

5.00 The learner investigates the similarities and differences between values in diverse cultures.

5.01 Recognizes that all cultures are to be respected.

5.02 Recognizes that what is considered acceptable behavior in one society may be considered anti-social in another.

OBJECTIVE: 5.00 Social - The learner investigates the similarities and differences between values in diverse cultures.

	Activity	Evaluation-Comments	Grade Used
One's Self	1. Soapbox: Construct a small box or platform and on occasion allow students the opportunity to express their convictions through an ongoing forum. 2. Give first impressions of people either orally or written and explain why you (the student) formed that opinion. 3. Have the students select an idol and describe the characteristics of this individual which they prize.		
The Family	1. Usable as a discussion, written, or verbal exercise: Have the students select who, in their opinion, would be the most valuable family member and have them explain why they made that choice. It might be possible to compare their selections with their ideas as to the value of various family member roles of other countries. 2. Applying the statement - "With each right or privilege there is a corresponding duty or responsibility" to family life, relating it to a birthday party, or going out to play.		
The School and Community	1. Hold general discussions concerning the different behavior standards of various areas such as: football field, church, school, ice rink, city living or country living, etc. 2. Periodically hold evaluation forums of student behavior in the lunch room, pep rallies, playground, etc., being discussed. 3. Appreciation Day - Invite one, or several, school employees (cook, janitor, aide) to a special event in the classroom.		
Our World	1. Food Fair: Have 'taste fests' of food from other areas or countries emphasizing how different foods are a part of another culture and value system. 2. Explore customs, music and dances of other countries. Utilize community resource people when possible. 3. Do research to determine what sports and cultural events are a part of various cultures in the world.		

OBJECTIVE: 5.00 Social - The learner investigates the similarities and differences between values in diverse cultures.

	Activity	Evaluation-Comments	Grade Used
One's Self	4. Investigate during class discussion how this phrase applies to each person - "With each right or privilege, there is a corresponding duty or responsibility." 5. Construct an editorial bulletin board having students write up their opinions concerning something going on in the world and putting these up for others to read. 6. Magic Circle - Children are seated in a circle. Everyone is silent until he or she can think of something nice to say		
The Family	3. List things that each student's family does for fun and compare the similarities and differences. 4. Discuss traditions in students' families as to how different holidays are celebrated-what certain foods are eaten, or any special activities, etc. and how these became part of the traditions or from what other culture these traditions originally were adapted. 5. Compare how the life style of a student's family is similar or dissimilar to that of a		
The School and Community	planned to show the students' appreciation for their efforts and work. 4. Pin an attitude (word) on each student's back and have him or her try to determine what that attitude is by the other students' reaction to them. 5. Have the students pretend that they are a candid camera and describe activities of friends attending a ball game, or party, etc.		
Our World	4. Role-play a situation where students try to be poor whites, Mexican-Americans, or Blacks. Provide information on some behavior problems of these people and let the students try to imagine how they might feel and why. 5. In a daily newspaper count the number of positive versus the number of negative articles. Discuss positive and negative attitudes.		

OBJECTIVE: 5.00 Social - The learner investigates the similarities and differences between values in diverse cultures.

	Activity	Evaluation-Comments	Grade Used
One's Self	about the person to their right. 7. On a drawn paper form of himself the child could complete: a. One thing I can tell you about myself is _____. b. One way I am different from everyone else is _____. c. One way I am like everyone else is _____. d. One of the best things about me is _____. e. Something I need to improve is my ___. f. One thing I like to do is _____. g. One thing I like to do with a group is.		
The Family	comparable life style in another country or culture. 6. "Grandparents'Day" - The child invites grandparents (or proxy) to a "tea" at which the children are responsible for the invitations, program, refreshments, and introductions of their guests.		
The School and Community	6. Discussion: What makes rules necessary? What would make it necessary for a town to hire a policeman? Why do towns have a large police force? Why does vandalism happen? What crimes take place in our own communities? What can be done to prevent them? Why do some towns have parking meters?		
Our World			